

[The Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 124†

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(Sept. to Dec., 1932.
Jan. to March, 1933, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM IV. (A & B).

(Ages 13 to 15.)

PUPILS' NAMES.....

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Bible Lessons.

The Bible text (as given in the book used) must be read
and narrated first.

A & B *Old Testament History*,* by J. M. Hardwich and H.
Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 3-72,
with introduction and appendices (from *Exodus*, chapter
15 to *Numbers*, chapter 14). *St. John's Gospel**
with Commentary (S.P.C.K., 9d.), chapters 15-21. *The
Saviour of the World*,* Vol. IV. (P.N.E.U. Office, 3/-),
pp. 1-65, with Bible passages from the index.

For reference : *Helps to the Study of the Bible* (new edition, Oxford
Press, 8/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all
names of persons and places. Philip's *Handy Scripture Atlas**
(1/-). *Historical Geography of the Holy Land*, by S. R. Macphail
(Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix
for Teachers and Parents*).

† The 124th term of work set since the Parents' Union School began.

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); or, *Lectioes, 1932* (Spottiswoode, 1d.). *St. John's Gospel in French* (Bible Society, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). *Sintram and his Companions* (Blackie, 10d.). *The Life of Francois Coillard*, by E. Shillito (S.C.M., 5/-).

A *The Land of Troy and Tarsus*, by J. E. Wetherell (R.T.S., 7/6), pp. 131-243.

Sunday Occupations: A Book of Centuries (see under General History). Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9. Make Christmas cards and calendars.

Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card): work from cards 7, 8 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. *The Little Oxford Dictionary* (Oxford Press, 1/6).

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see under *Our Work* in the September *Parents' Review*).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A & B *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41 (with suitable exercises from the end of the book).

or, B, use *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9).

Literature. (See N.B. 1).

A & B *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), or, *The Golden Road in English Literature*, by Amy Cruse (Harrap, 10/6): Swift, Addison, Steele, Pope. Shakespeare's *Merchant of Venice** (Blackie, Plaintext, 6d.). Scott's *Rob Roy** (Nelson, 1/3). Pope's *The Rape of the Lock** (Blackie, 3d.). *The Story of Sir Roger de Coverley** (Blackie, 10d.).

Read poetry daily.

*Shakespeare to Hardy, An Anthology of English Lyrics** (Methuen, 1930 Edition, 3/6).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

British History.

A & B *A History of England*,* by Cyril Robinson, Vol. III. (Methuen, 3/6), pp. 26-89 (1702-1754; or, IV.B. only, use Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 557-641 (1702-1754), omitting pp. 578-593.

Make summaries of events and dates, and begin a chart of the 18th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part VI. (18th Century), (Batsford, 3/-). *History Charts* (P.N.E.U. Office, 6d.).

General History.1

A *Medieval and Modern Times*,* by J. H. Robinson (Ginn & Co., 10/6), pp. 411-472 (omitting set questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 200-250 (omitting set questions).

B *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 137-159. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 200-240.

A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum.

Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

Citizenship.

A & B *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 73-94. North's *Plutarch's Lives: Demosthenes** (Blackie, 10d.).

A *Hellas the Forerunner*,* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 1-52.

B *The Golden Fleece*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 63-89.

Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

National History may be taken instead in one General History period. See under Reading.

Geography¹

- Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.
- A & B *Ambleside Geography Book V.*,* 1931 edition. (Kegan Paul, 5/-), pp. 128-170. *The World*, Part I., by O. J. R. Howarth and W. A. Bridewell (Oxford Press, 4/-), pp. 246-289, for regional work.
- A Huxley's *Physiography** (revised edition, Macmillan, 5/-), pp. 1-45. Some account of the physiography of your neighbourhood.
- B Geikie's *Physical Geography Primer** (Macmillan, 1/9), pp. 91-136.
- A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.
- Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6). Teacher will find useful *Out-door Geography*, by H. Hatch (Blackie, 2/6).

Natural History, Botany and Geology.¹

- A & B *Elementary Studies in Plant Life*,* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 31-41; 75-80; 125-136.
- A *The Elements of Geology*,* by M. A. Johnstone (Nelson, 3/6), pp. 106-158, with a good map of the British Isles. (see atlas set above); some account of the geology of your own neighbourhood.
- B *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 123-180.
- A & B Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.
- For special studies suitable to season and climate, see *Nature Rambles*, Vols. III. & IV.; also *Nature in the Garden*, Vol. II., all by Edward Step, F.L.S. (Warne, 2/6 each). *S.N.S.U. Leaflets*, Nos. 14 (*Galls*), and 3 (*Some Shrubs of our London Parks*), (2½d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

General Science, Physiology.

- A *The Stars in Their Courses*,* by Sir J. Jeans (Cambridge Press, 5/-), pp. 1-48.
- B *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 115-158.
- A & B *Physiology for Girls*,* by M. A. Johnstone (Blackie, 3/-), pp. 90-129.

French.² (See N.B. 4.)

- L'Enseignement Littéraire du Français*,* by J. Molmy, Vol. I. (Hachette, 2/6), lessons 19-26, inclusive, or continue. Teacher study preface. Reference for grammar, Larive and Fleury's *La Deuxième Année de Grammaire* (Hachette, 2/6). Read and narrate *La Bête dans les Neiges*,* by Francisque Parn (Nelson, 2/-), pp. 110-159. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read from a French Gospel (see under Bible Lessons).

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Latin. (See N.B. 4.)

- A *Latin Book for Beginners. A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A., (Oxford Press, 3/-), (A) §§ 53-58, (B) §§ 28-34, inclusive; or, continue.
- A Virgil's *Æneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 82-94. *A Book of Medieval Latin for Schools*, by Helen Waddell (Constable, 2/6), may be used for reading.

German.² (See N.B. 4.)

- A & B *Primary German Course*,* by O. Siepmann (Macmillan, 3/-). Lessons 16-18, inclusive, or continue. Teacher study preface.
- A For narration, *Bambi*,* by Felix Salten (Dent, 2/6), pp. 1-50.

or, Italian.² (See N.B. 4.)

- A & B *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 5/-), Lessons 1-3, or continue.
- A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 1-93 (inclusive).
- The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. Also, for conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).

Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. *Teachers' Books are essential*.
- A (3rd Term) *Fundamental Arithmetic*, Pupil's Book VI.* (U.L.P., 1/1), pp. 1-21, and Teacher's Book VI. (2/3); with *Arithmetical Dictation*, Book VI. (U.L.P., 1/3), Exs. 331-351.
- B (3rd Term) *Fundamental Arithmetic*, Pupil's Book V.* (U.L.P., 1/1), pp. 40-59, and Teacher's Book VI. (2/3); with *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 279-300.
- Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

- A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, Part I., 2/6), (2nd Term), pp. 57-59 and 98-116, omitting unnecessary numerical exercises; or, continue.
- The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

- A *School Algebra*,* by H. Hall, Part I. (Macmillan, 3/6), pp. 56-58 and 95-103 (2nd Term), or continue.

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Raphael* (P.N.E.U. Office, 2/- the set): see the special notes for teachers only in the September *Parents' Review*; also *Home Education and School Education*.

- A *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 105-148.

Painting, etc.

Studies of (a), autumn colouring; (b), different textures. Original illustrations (e.g., for carols) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see *Our Work* in the September *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *The Way to Sketch*, and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6 each), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

Music Appreciation.

The work of Haydn; see (a) article, and (b) records suggested under *Our Work*, in the September *Parents' Review*; also *Haydn*, by B. L. Thomson (Sheldon Press, 4d.).

Music; Piano, etc.

Music and its Story, by R. T. White (Cambridge Press, 5/-).

Choose and learn suitable compositions by Haydn. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing and Ear Training.

Three English songs and three French songs. Carols.

The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each), *The Folk Songs of France*, Book II. (Novello, 4/-). *The English Carol Books*, I. & II. (Mowbray, 2/6 each, words only, 3d.).

Fifty Steps in Sight-Singing, by Arthur Somervell (Curwen, 2/6), take three lessons, with suitable exercises from *The Rapid Sight Reader*, by Arthur Somervell (Boosey, 3d.).

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 150 and 72. Two hymns. A scene from the Shakespeare play, and two poems from anthology set.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

- A & B Read from *Pioneers in West Africa*, by Sir Harry Johnston (Blackie, 3/6). *Gulliver's Travels** (Dent, 2/-).
A Homer's *Odyssey** (the Butcher and Lang translation, Macmillan, 5/-), Books 17-20.
B *Herodotus: Stories and Travels** (Dent, 1/4), pp. 170-211. Scottish or Irish children may read: *A Short History of Scotland*, by Robert L. Mackie (Oxford Press, 6/-); *An Illustrated History of Ireland*, by P. W. Joyce, LL.D. (Longman, 6/-).

Drill, etc. (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances, Series III.* (Ling Association, 11d.).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Hockey; Netball.

Work: Crafts, etc.

Do some definite house or garden work.

Use *Practical Housecraft Series*; (1) *Housewifery*; (2) *Cookery*; (3) *Laundry* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book II. by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St. Leicester.)

(b) Feltwork: make Christmas presents.

Felt Toys, by E. Mochrie and I. P. Roseaman (Dryad, 2/-).

(c) Sewing: cut out and make a garment, and do some embroidery. Knit a garment.

Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, (c) Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. **Form IV.B is the old Second Year Form III.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

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(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
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Motto : " *I am, I can, I ought, I will.*"

FORM IV. (A & B).

PUPILS' NAMES.....

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Bible Lessons.

- I. 1. What special revelation did God give to Moses at each of his four visits to the Mount? Describe in detail, **one** of the visits and the result.
2. Describe the pattern of the Tabernacle as shown to Moses in the Mount, and show in what respects important ideas of Christianity are foreshadowed.
- II. 1. Give the context and the teaching given by our Lord to His disciples in connection with (a), "I am the true Vine"; (b), "If I go not away the Comforter will not come unto you." What lessons may we learn in each case?
2. What appearances of our Lord after His resurrection does St. John record? Describe, in detail, the last one.
3. Write, in verse or prose, on The Bread of Life.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

Rob Roy, chapter V. "The stream . . . character of its own."

Composition.

1. Write on **one** of the following subjects,—(a), Unemployment and the efforts that are being made to provide work; (b), the Ottawa Conference.
2. Write some verses on **one** of the following,—(a), Leonidas; (b), Gulliver at the Court of Brobdingnag; (c), Penelope; (d), Autumn colours.

English Grammar.

1. Analyse the following, and parse the words in italics:
"Some to the *sun* their insect-wings *unfold*,
Waft on the breeze, *or*, sink in clouds of gold;

While ev'ry beam new transient colours *flings*,
Colours that change *whenever* they wave their wings."
2. How can we recognise (a), the Accusative, (b), the Genitive, (c), the Dative case in English? Examples.
3. Show, by giving examples, what is meant when we speak of (a), the tense, (b), the mood, (c), the "voice" of a verb. Parse each verb given.

Literature.

- A & B 1. Describe the part played by (a), Antonio; (b), Portia, in *The Merchant of Venice*. Quote lines that have struck you in their speeches.
2. Write down the names of the chief characters in *Rob Roy* and describe **two** of them.
3. (a), Give the argument of *The Rape of the Lock*, quoting passages where you can, *or*, (b), write an essay on Sir Roger de Coverley.

British History.

- A & B 1. Give some account, with dates, of the War of the Spanish Succession.
2. Describe Sir Robert Walpole's policy of finance and trade, showing what he did for British commerce.
3. Write a short account of Greater Britain beyond the seas, as regards (a), North America, (b), India.
- or*, 3. Write short notes, with dates, on (a), "The Forty-five," (b), the rise of Prussia, (c), the loss of Minorca.

General History.

- A 1. Write a short account of (a), the rise of the sea-kings of Crete; (b), the life of the Cretans in the Grand Age.
2. Write notes on (a), the three partitions of Poland; (b), the towns and guilds of the 18th Century.
- B 1. "Go tell the Spartans, thou that passest by,
That here obedient to their laws we lie."
Write the story of Leonidas and his men, who were commemorated by this inscription.
2. Give the names of some of the great men of Akbar's reign and write what you know of **two** of them.

Citizenship.

- A & B 1. Mention any Knights and Ladies of Pity of whom you have read. How must we guard against (a), idle pity; (b), self-pity?
2. Write a short account of the character of Demosthenes according to Plutarch, giving incidents from the life in illustration.
- A 3. Write briefly what you know of the plays, the actors and the audiences in the 5th Century.
- B 3. Describe the growth of the woollen manufacture in the 16th Century.

Geography.

- A & B 1. Draw and fill in a sketch map of the basin of the Nile. Write an account of a journey up the river.
2. Into what natural divisions does the continent of Africa fall? Describe fully one division which lies south of the equator.
- A 3. What do you know of the formation of springs? Diagrams.
- B 3. What is known about the nature of the sea-bottom?

Natural History.

- A & B 1. Make a drawing of a horse-chestnut twig and explain all the surface markings.
2. Describe six methods of seed-dispersal. Drawings.
- A 3. What do the coal-seams record of (a), their origin and formation; (b), the flora and fauna of the times when they were laid down?
- B 3. Show fully how the following birds are adapted to their special surroundings,—ostrich, kiwi, penguin, duck.

General Science.

- A 1. Draw a sketch map of the northern sky, showing the grouping of the principal constellations round the Pole Star. What do you know about "the wanderings of the Pole?"
- B 1. What do you know of the behaviour of molecules in (a), a gas, (b), a liquid?
- A & B 2. What are the principal constituents of good food? Write fully upon **two** of them.

French.

- A & B 1. Using the *passé défini*, describe, in French, an imaginary visit to see the clock at Strasbourg Cathedral.
2. Give two examples each in sentences of the following adjectives: (a), possessive, (b), demonstrative, (c), cardinal, (d), numeral, underlining and naming the examples.
3. A letter with a Christmas present to a French friend.

Latin.
A 1. Translate: (1) They sailed for three days and on the fourth day saw land. (2) While the enemy were attacking the town, we came into the city. (3) When we had made the ship we put it into the water.

2. "A Latin Book for Beginners" § 55. Translate verses 14 to 19, then re-translate into Latin.

3. *Æneid* Book III. (a) Translate lines 570-577. (b) Read the Latin again and narrate, *or*, parse each word in line 571.

B 1. Translate: (1) Let us come into that boat of yours. (2) He advised us not to run. (3) They sent the horses to the mountain so that they might have food.

2. "A Latin Book for Beginners" Part II. § 31. Translate lines 1-8.

3. Read the passage again in Latin and write a narration.

German.

A & B 1. Use in sentences the comparative and the superlative of *gut*, *viel*, *hoch*, *kurz*, *lang*.

2. Translate into German page 182, V. "Did you see . . . in comfort."

A 3. "Bambi" goes for a walk with his mother. Write six sentences in German about what he sees.

or, Italian.

A & B 1. Make sentences using the numeral adjectives for 1, 3, 4, 6, 10.

2. Make short sentences using each person of the present indicative of *avere*.

A 3. Write in Italian, six sentences about "Pinocchio."

Arithmetic.

A (3rd Term.)

1. If the cost of keeping 7 horses for 16 days is £6, for how many days may 25 horses be kept for £87 10s.?

2. What is the weight of a stone pillar 21 in. in diameter and 9 ft. high if a c. ft. of the stone weighs $1\frac{1}{3}$ cwt.? Find the cost of polishing the pillar at 2/6 a square foot. ($\pi = \frac{22}{7}$).

3. Simplify

$$(a) \frac{.203 \times .0003 \times 16}{.002 \times .0116}$$

$$(b) 197.090 + .4071 + 71.13 + 36.5$$

B (3rd Term).

1. Find the value of

$$(a) 239.76 \times .49 \text{ to 3 significant figures.}$$

$$(b) \frac{1}{15.04} \text{ to 3 places of decimals.}$$

2. At what rate per cent will £550 amount to £715 in 5 years?

3. Two fields have the same area, one is a square and the other a rhombus whose diagonals are 64 ft. and 392 ft. What length of fencing will be needed to go round the square field?

Geometry.

(2nd Term.)

1. Show how to bisect an angle and prove that your construction is correct.

Prove that any point on the bisector of the angle between 2 straight lines is equidistant from the lines.

2. Prove that the sum of the interior angles of a quadrilateral is 4 right angles.

3. ABCDE is a regular pentagon. If AC be joined show that $\angle BAC = \angle BCA = \frac{1}{3}\angle ABC$.

Algebra.

(2nd Term.)

1. Simplify

$$(i.) \frac{2a^2b + 4ab^2}{a^2 + 4ab + 4b^2} \div \frac{3a^2b^2}{a^2 - 4b^2}$$

$$(ii.) \frac{x^2 - y^2}{6x^3y + 6xy^3} \times \frac{3xy(x^2 + y^2)}{7x^2 + 14xy + 7y^2} \div \frac{x - y}{7x}$$

2. Find the factors of

$$(i.) 1 - 1000a^3$$

$$(ii.) 27x^3 + 8y^3$$

$$(iii.) 125b^3 + 64$$

3. Draw the graphs of $y = x + 2$ and $y = 10 - x$, from $x = -3$ to $x = 6$, and find the co-ordinates of their point of intersection.

Picture Study and Architecture

A & B 1. Describe Raphael's "The Vision of a Knight."

A 2. Give some account of Romanesque architecture in (a), France, (b), England. Describe one Norman building you have visited.

Drawing (with brush and in colour.)

1. A design for a front page of a calendar, *or*, a Christmas card.

2. A blue bowl of oranges on a polished table.

Music Appreciation.

What music by Haydn have you heard this term and what have you learnt? Write about one composition.

Recitations. *

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

Reading. *

Father to choose a poem, and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, Dec. 5th. The examination should last a full school week. Papers to be posted on Dec. 10th, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.**

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.